

# A Parent's Guide to SEND Support at Acle Academy (2026–2027)

Empowering every learner with inclusive, tailored support. A guide for parents and carers on Acle Academy's SEND provisions, collaboration, and strategies.

## Key Contacts & SEND Overview



### Lead SEND Contact

Lisa Frary – Assistant Principal for Inclusion / SEND Coordinator  
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## Profile of Student Needs



**42%**  
**Social, Emotional, Mental Health (SEMH)**  
ADHD, Emotional and Behavioural Difficulties



**32%**  
**Communication and Interaction (C and I)**  
Autism Spectrum Disorder (ASD), SLCN, EAL



**22%**  
**Cognition and Learning (C and L)**  
Moderate Learning Difficulties (MLD)



**4%**  
**Sensory and/or Physical**  
Physical Disability (PD)

## Provisions, Sanctuary Spaces & External Services

### 'Inspire' Hub & Sanctuary Rooms

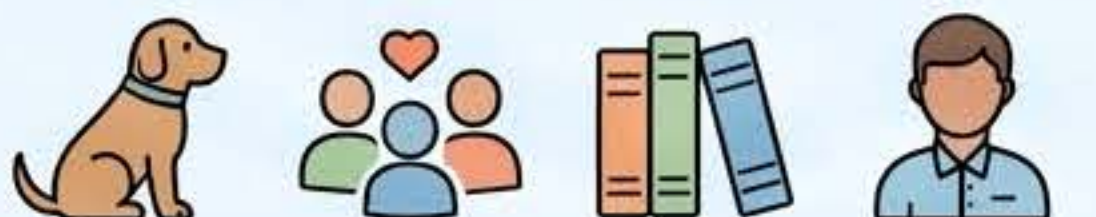
On-site facilities include the 'Inspire' center, 'The Nest', and dedicated reflection/sanctuary spaces for re-regulation and quiet learning support.

### Comprehensive Group & Individual Support

Support includes therapy dogs, social skills groups, dyslexia reading groups, weekly counselling, Emotion Coaching mentors, and outdoor wellbeing.

### Health & Local Authority Partnerships

The school collaborates with CAMHS, SENDIASS, School Nurses, Sensory Services (visual/hearing needs), and Wensum Trust Educational Psychologists.



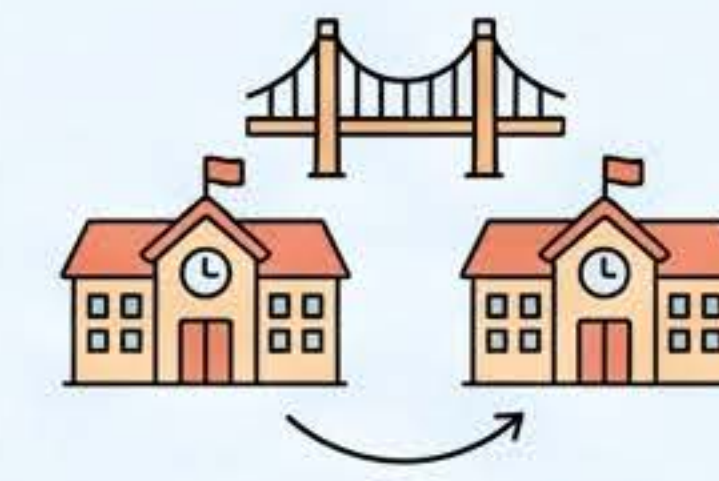
**102**

**Students Supported on the SEND Register**  
Represents approximately 14% of the total 714 students enrolled.

## Key Governance Contacts

Tracey Scott (SEND Governor), Helen Watts (Principal), and Daniel Thrower (CEO, Wensum Trust)  
Reach via info@acle.norfolk.sch.uk

## How Needs Are Identified & Assessed



### Primary School Visits & Early Liaison

SENDCo visits feeder primary schools during Year 6 to gather student information and put adjustments on record ahead of Year 7 arrival.



### Multi-Layered Screening Tools

Student needs are identified using Year 7 baseline tests, tracking data, teacher feedback ("round robins"), dyslexia screeners, and Educational Psychologist assessments.



### Termly Emerging Need Reviews

The SENDCo and Head of Year 7 meet termly to review monitored students and determine if placement on the SEND register is required.

## Classroom Support & The 'SEND TEN'



### Quality First Inclusive Teaching

All classrooms provide adaptive strategies to holistically support students' academic, social, and emotional needs with or without a formal diagnosis.



### Individualized Student Passports

Every SEND learner has a passport outlining their barriers, strengths, aspirations, keyworker, and specific adjustments like visual timetables or laptops.

## The 'SEND TEN' Classroom Framework



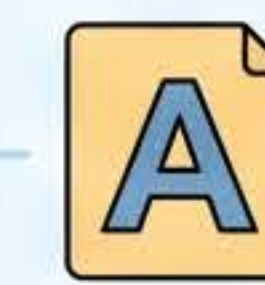
**Time to process**



**Reduced cognitive load**



**Dual coding visual aids**



**Dyslexia-friendly fonts**  
(Arial 14 on non-white background)



**Flexible seating**



**Simplified writing/vocab demands**



**Content-focused assessment**



**Adapted homework**



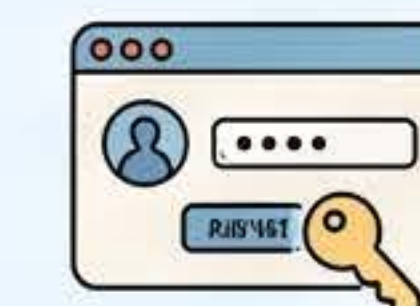
**Explicit check-ins**

## Parent Collaboration & Transitions



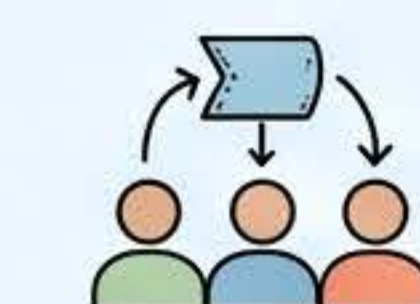
### Termly Parent & Student Reviews

Termly review conversations gather input from students and parents using progress tracking and Classcharts data to update action plans.



### Direct Access via Provision Maps

Parents are issued online logins at the start of Year 7 to view their child's active SEND plans, passports, and interventions at any time.



### Structured Transition Support

Features bespoke Year 6 summer induction days for vulnerable students, plus Year 10/11 careers advice, FE college visits, and TITAN summer support.